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ABSTRACT

This curriculum guide describes the content of the curriculum of the senior home economics program for high schools in Manitoba. The curriculum, revised to foster both intellectual and personal growth and enhance a positive life-style, encompasses primary skills of inferring, synthesizing, analyzing, and evaluating, as well as a complete range of communication skills. Teaching methods emphasize discovery, inquiry, and experiential approaches. The curriculum incorporates a variety of student activities: brainstorming, case studies, demonstrations, discussions, interviews, presentations, tutoring, role playing, and simulation. Included in the curriculum are scope and sequence for the following courses: food and nutrition (the individual and food needs, the consumer and food, and the preparation and service of food); clothing, housing, and design (the individual and clothing, the consumer and textiles, and construction of textile projects); and family studies (the family). For each major topic in each of these courses, the guide provides objectives correlated to concepts, generalizations, and content, and suggested activities. (KC)

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1993

Home Economics Senior I

Curriculum Guide

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Approved by
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This **Home Economics Senior 1** curriculum document has restructured the 1985 Grade 9 Home Economics guide, to accommodate the requirements for unit credit funding outlined in the **Technology Education Guidelines**, 1993.

This guide is an adaptation of the 1985 **Home Economics 7-9** and the 1988 Senior High Home Economics documents. Manitoba Education and Training wishes to acknowledge the contributions of the two committees who developed the earlier documents as well as:

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OVERVIEW

RATIONALE

The Grade 9 Home Economics curriculum has been revised to reflect the philosophies and concepts outlined in the documents ***Implementation of the High School Review*** and ***Answering the Challenge***.

The new Home Economics curriculum is an amended document. Reorganization of the junior high curriculum has taken place to include a broader and more indepth perspective. The revised curriculum supports educators in developing a climate within the classroom that is conducive to learning. It fosters both intellectual and personal growth and enhances a positive lifestyle.

The Senior 1 Home Economics curriculum provides a range of experiences that can be applied to everyday living and future life choices. The curriculum offers concepts that are both background and complementary to other courses offered in the Senior 2-4 program. It is, therefore, important for the students to receive this as background information which has application to both school and future life experiences.

INTRODUCTION

The curriculum provides an opportunity for students to share responsibility for their learning. Students are able to select content and learning strategies, thereby moving toward a more student-centred approach.

The curriculum also allows for teachers to adapt concepts to their local circumstances. This flexibility enables teachers to provide students with connections to the world in which they live. Students are able to see their relationship to the community as well as to their classroom. **With such insights, students gain self-confidence, the ability to make new friends and greater self-knowledge.**

In our society where shared responsibilities in families are becoming more important, the revised curriculum reflects this trend by providing experiences which are free of gender biases. The content is suitable to every student, whether male or female. It provides opportunities, rather than limitations, for individual potential.

The revised curriculum encompasses primary skills of inferring, synthesizing, analyzing and evaluating as well as a complete range of communication skills including listening, speaking, representing, viewing and of course reading and writing. Teaching methods require a style of instruction that respects the need to acquire knowledge with emphasis on discovery, inquiry, and experiential approaches. The curriculum incorporates a variety of student activities including brainstorming, case studies,

demonstrations, discussions, interviews, presentations, tutoring, role playing, and simulation.

The curriculum guide provides a great deal of choice and flexibility for Home Economics teachers. There is more content than one can hope to complete but this allows teachers to select the concepts which are most appropriate for their students and community setting. Home Economics teachers will need to collaborate with their colleagues to identify commonalities within courses. The scope of the Home Economics curriculum guide gives teachers the flexibility to choose concepts which complement other courses.

The Home Economics curriculum carries with it an entitlement for credit. By validating this curriculum in the form of credit allocation, the students assume responsibility for their attendance, learning and behaviour. It encourages them to become more responsive and sensitized to their feelings and needs, and to take on a proactive role in developing their lives. By choosing this curriculum at Senior 1 and then choosing electives in Home Economics in future years, they will experience some of the most basic and essential skills that they need as individuals and community members.

Recognizing the need, importance and expense of such a curriculum, the government has introduced a funding assistance program for implementing this curriculum. A base formula of $50.00 per student per credit course is provided for schools offering this curriculum. A full credit is awarded for satisfactory completion of a minimum of 110 hours of instruction or one-half credit for satisfactory completion of a minimum of 55 hours of instruction.

The credits are allocated according to the designated unit-credit titles as outlined under the Manitoba Education and Training Program Headings Directory.

The following courses pertain to the new Home Economics Senior 1 curriculum:

0482 Home Economics 10G
0484 Food and Nutrition 15G
1119 Food and Nutrition 10G
1118 Family Studies 10G
0485 Family Studies 15G
1109 Clothing, Housing and Design 10G
0483 Clothing, Housing and Design 15G

Depending on time available and facility demands, a minimum of one half-credit can be completed and in most cases a full credit can be attained. An example of a program that enables students to receive these credits could be: offering a Nutrition and Foods component for 55 hours and/or a Textiles and Clothing/Human Development component for 55 hours. Therefore, students will have an opportunity to receive one full credit towards their high school diploma.

SCOPE AND SEQUENCE

SENIOR 1 HOME ECONOMICS 0482 10G
110 HOURS = 1 CREDIT

FOOD AND NUTRITION	CLOTHING, HOUSING AND DESIGN	FAMILY STUDIES
THE INDIVIDUAL AND FOOD NEEDS Basic Food Needs of Individuals Nutritional and Caloric Needs Food Intake Patterns Lifestyles Sensory Influence of Foods New and Creative Experiences **THE CONSUMER AND FOOD** Becoming an Informed Consumer Shopping Practices Consumer Rights and Responsibilities Laws and Consumer Agencies **THE PREPARATION AND SERVICE OF FOOD** Management in Food Preparation Plan, Organize and Control Health and Safety Preparation of Food Methods, Time, Special Needs Food Service and Social Practice Occasion, Lifestyle, Away from Home	**THE INDIVIDUAL AND CLOTHING** Significance of Clothing Human Needs Individual Needs Projecting an Image Elements of Design Communication and Clothing **THE CONSUMER AND TEXTILES** Wardrobe Planning and Purchasing Extended Use of Resources Rights and Responsibilities Fabric Findings Textile Performance Properties, Regulations **CONSTRUCTION OF TEXTILE PROJECTS** Project Planning and Preparation Abilities, Design of Fabric Construction Techniques Self, Expression, Evaluation	**THE FAMILY** Human Needs Relationships in the Family Communication Relationships with Peers Relationships within the Community Immediate and Community Environments Relationships of Self With Others
55 hours = 1/2 credit	55 hours = 1/2 credit	

SCOPE AND SEQUENCE

FOOD AND NUTRITION 0482 10G
55 HOURS = 1/2 CREDIT

THE INDIVIDUAL AND FOOD NEEDS	THE CONSUMER AND FOOD	THE PREPARATION AND SERVICE OF FOOD
Basic Food Needs of Individuals Nutritional and Caloric Needs Food Intake Patterns Lifestyles Sensory Influence of Foods New and Creative Experiences	Becoming an Informed Consumer Shopping Practices Consumer Rights and Responsibilities Laws and Consumer Agencies	Management in Food Preparation Plan, Organize, and Control Health and Safety Preparation of Food Methods, Time, Special Needs Food Service and Social Practice Occasion, Lifestyle, Away from Home

THE INDIVIDUAL AND FOOD NEEDS

Major Objective: To relate the selection of foods to the needs of individuals.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
BASIC FOOD NEEDS OF INDIVIDUALS Students should be able to		
Relate nutrition to growth, development and energy needs	Nutrition is the science of food and their nutrients. These nutrients support health through the food each individual eats. Nutrition is basic to health • growth • development • energy	Review functions and sources of nutrients using films, visuals, case studies. Display illustrations of the results of nutritional deficiencies.
Distinguish how the body converts food to energy through the processes of digestion and metabolism	**Conversion of Food into Energy** The energy value of food is measured in calories/kilojoules.	Have students define "calorie" and "kilojoule."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify basic nutrients, their sources and their functions	**Basic Nutrients** Knowledge of basic nutrients and their sources helps families to select food to meet body requirements: growth, repair, regulation, maintenance, reproduction, heat, and energy.	Pretest for nutrition knowledge by dividing students into small groups and having them list as many food facts and fallacies as possible. Have them work as a group to compare these to nutrition information that is factual.
Determine the functions, sources and importance of water as well as the results of a deficiency	**Water** Water is essential for life because all body cells contain water and most are surrounded by a thin layer of water.	Have students identify the numerous ways in which an individual may become dehydrated. Have students read or relate a survival story that involves devising ingenious ways to get water, e.g., **Alive: The Story of the Andes Survivors**, or **Kon-Tiki Expedition**.
Differentiate among the three types of carbohydrates: starches, sugars and dietary fibre	**Carbohydrates** Carbohydrates make up the major component of most human diets (approximately 60%). They provide the body's most important source of energy.	Discuss why grain foods form the foundation of most diets all over the world. Include in discussion the fact that, in impoverished communities, 90% of the energy food provided comes from carbohydrates, while in affluent communities, the percentage is only 50%.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Ask students to identify the reasons for differences or exceptions, i.e., Northern Canada.
Assess the importance of fibre in the diet		Have students use comparison charts to determine the best sources of dietary fibre. Have students review current research that links certain diseases of our civilization to fibre deficiency.
Identify the composition, functions, and sources of fats Differentiate between animal and vegetable sources of fat	**Fats** Fats are concentrated food materials that provide energy.	Ask students to identify the difference between saturated and unsaturated fats. Have students compare different margarines for percentages of saturated and unsaturated fats.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Analyze current information about the role of fat intake on heart conditions		Invite members from the Heart Foundation or a heart patient to discuss meal planning and to give further guidance on how to have a healthy heart.
Describe the components of protein Describe the digestion and metabolism of protein Identify sources of protein	**Protein** Proteins are made up of amino acids which are essential for building and repairing body tissues.	Have students identify protein according to the following • essential and non-essential amino acids • complete and incomplete protein Have students observe a school breakfast or lunch program and determine the foods that supply protein to the children. Have students determine the foods that supply protein by using 24-hour recall or weekly food intake records. Ask them to identify complete and incomplete proteins.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe the functions of protein and compile information on the effects of protein deficiencies on children and adults		Nutrient density is the amount of nutrients in relation to the number of calories in food. Foods that are high in protein, vitamins and minerals in relation to calories are nutrient dense. Have students identify • Variations in protein requirements - during pregnancy or nursing - in childhood - during teens growth spurt - in adulthood • Deficiency effects on children, e.g., kwashiorkor - on growth size - on mental development • Deficiency effects on adults - anemia - during injury or surgery when protein is broken down

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Compare current high cost of animal protein with low-cost vegetable protein alternatives		Have students do a cost comparison of animal and vegetable protein. Have them determine the protein quality and palatability of recipes without meat. See concept referring to Lifestyle Choice. **Lab Experience:** Have students prepare a meatless meal. Refer to lab under Lifestyle Choice.
Identify sources of iron, calcium, phosphorus, iodine and fluorine	**Minerals** Mineral elements are essential for building and repairing hard and soft tissue, for regulating fluids, for promoting oxidative processes and for normal functioning of nerves and muscles.	Have students find some new ways to add calcium to daily meals and snacks to increase calcium intake for someone who does not like to drink milk or whose culture does not use milk. **Lab Experience:** Have students prepare a meal or snack which provides calcium in an alternate form. Invite a dentist to class or have students find other evidence to support the belief that fluoridated water supplies reduce the incidence of dental decay.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students put on a puppet play suitable for pre-schoolers to teach dental care. Discuss why women, children and teenagers are more often deficient in calcium and iron than are men and boys. Have students plan a menu to alleviate the problem. **Lab Experience**: Have students prepare one of these meals and identify sources of calcium and iron.
Compare characteristics of fat-soluble and water-soluble vitamins	**Vitamins** Vitamins are organic compounds that promote growth, aid in reproduction and protect the body against disease and infection.	Have students discuss the body's ability to store fat- and water-soluble vitamins.
Identify the functions, sources and deficiencies of vitamins	Fat-Soluble Vitamins • Vitamin A • Vitamin D • Vitamin E • Vitamin K	Use pictures, where possible, to discuss deficiency diseases which result from lack of specific nutrients. Why are these uncommon in North America?

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Analyze the need for and the hazard of vitamin supplementation	Water Soluble Vitamins • Vitamin C • Vitamin B Complex	Have students report on the use of vitamin supplements. Have students identify groups in the population who are at risk of deficiency so that a supplement is recommended. • pregnant and lactating women • infants • those on severe and restricted weight reduction programs • persons with malabsorption diseases • strict vegetarians • convalescents from injury or disease • women during reproductive years • elderly with poor diets

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the nutrient and caloric values of food		Use games, charts, comparison cards, and individualized activity, to enable students to determine the nutrient content and calories of food. Distinguish between high caloric and low nutrient and high caloric and high nutrient foods.
Identify the factors that influence nutritional and caloric needs	Many factors influence the nutritional needs of individuals • age • gender • activity level • growth rate • pregnancy and lactation • general health	Ask students to record food intake for one day and calculate the number of calories consumed. Relate intake to age, gender, size, and activities. In buzz groups, have students use case studies or charts to determine the nutritional and caloric needs of various groups, e.g., infants, teens, aged, athletes. Ask each student to keep a record of a day's activities and calculate the caloric needs to cover these activities.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Plan food choices based on nutritional and caloric needs	An understanding of nutrition helps determine food needs.	Have students plan meals which meet the nutritional and caloric needs of various individuals (e.g., athlete, pregnant teenager). Use the Canadian Dietary Standard, to enable students to compare and evaluate daily food intake for individual nutrient and calorie needs.
Use Canada's Food Guide to plan daily food intake in terms of good nutrition	Individuals meet recommended daily requirements by following Canada's Food Guide.	Have students complete a 24-hour recall. Compare day's food intake with Canada's Food Guide to determine whether daily requirements are met.
FOOD INTAKE PATTERNS Students should be able to		
Describe how family food choices are affected by the availability, acceptability and cost of food	**Food Practices** Food practices are expressions of oneself as an individual and as a member of a family. They are a result of the totality of lifetime experiences.	

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	Many factors influence the development of food intake patterns • family customs • social • emotional • advertising • food fads • income • lifestyle	Discuss food choices in relation to • familiar vs unfamiliar foods • food taboos and superstitions • food and religion • food and memories (special occasions) • food and cost • analogs (meatless meats) Have students use a variety of family situation case studies to plan a meal according to Canada's Food Guide. Examples of case studies are: university student, immigrant family, two working parents, and seasonal employment. Ask them to estimate the cost of the meal using advertisements and food cost lists.
Identify the satisfaction derived from food		Discuss the ways people use food other than to satisfy hunger and provide nourishment (e.g., security, love, comfort, status, pleasure, self-expression).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the influences on adolescent food intake patterns	Individual food preference is a result of association and meaningful experience.	Have students design a colourful poster or bulletin board display illustrating food as an expression of a personal satisfaction. Ask students to keep a record of everything they eat for several days. • Determine why each food choice was made. • Identify the strongest influences on personal food habits. • Evaluate nutritional and caloric content of food eaten. • Buzz session. Suggest changes to improve food habits. Have students make lists of their favourite foods. Discuss the reasons for these food preferences and why attitudes toward particular foods vary.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students fill in their preferences according to the following food categories • family favourites • mothers would make • prepared in many different ways • healthy • eaten every day • for special occasions • eaten when away from home • easy to fix for breakfast, lunch, or dinner • for children and adult snacking • easy to digest • designed to lose weight • eaten when alone • eaten when unhappy • eaten as a reward • bought to stretch the budget • eliminated when prices rise

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain special food needs of individuals at different periods in life	Individuals have special needs at different times in their lives • preschooler • teenagers' health problems • pregnancy and lactation • the elderly	Discuss how food needs change in different periods of life. Review nutritional and caloric needs of special groups. Assign students to plan and prepare food for a person or group with special needs (e.g., children in a day care, nursery or kindergarten, a pregnant teenager, a convalescent, a senior citizen).
Describe meals that represent food customs of different countries	Sharing food customs adds interest and variety of meal planning.	Develop a list of ethnic groups within a community, province or country. Groups of students can each select one ethnic group and research its food patterns and mealtime customs. Then, the groups can plan and prepare and serve a meal which illustrates food patterns and mealtime customs of the country.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Play a **Sensory Game** • identify foods that are miscoloured or mistextured • identify seasonings/spices **Lab Experience:** Have students prepare a favourite food. Determine the basis for food preference, considering availability, taste, odour, texture, nutritive value.
Explain how lifestyle affects food intake patterns	Individual and family lifestyles influence food intake patterns.	Use case studies to discuss with students the different lifestyles represented. Show how each influences food intake patterns of family members. Discuss individual's responsibility for food choices. Describe food habits in terms of lifestyle: late riser, breakfast skipper, bus student, athlete, snacker, vending machine user. Plan a menu for a day based on the lifestyles described above.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Analyze ethnic and religious influences on personal food selection Describe some historic events that have influenced present-day food choices	**Historic, Cultural, and Religious Influences** The availability of food and changes in food choices throughout history as well as the cultural and religious beliefs of families influence their dietary practices and customs.	Have students choose a food from those eaten that day. Have them trace the origin of the food. Some foods have very interesting histories and have had a great influence on history itself, e.g., coffee, tea, milk, potatoes, sugar, corn, spices, alcohol, bread. **Lab Experience:** Have students prepare a food from one of their own ethnic backgrounds or that of a friend, or any other cultural group of interest or choice.
Analyze the social influences of peers, society and the community on food use and selection	**Social, Physiological, and Psychological Influences** Food is used to satisfy basic physical, psychological and social needs of individuals.	Discuss the statement: "Food or eating is very much a social experience." Include a discussion on the role of food for parties, entertaining, and gift giving.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Analyze the psychological influences on food choices and preferences		Have students identify ways peer pressure influences food choices. Have students collect food advertisements in terms of their messages about "in" foods for health, weight control. **Lab Experience:** Have students prepare a food that they have learned to like in a friend's home. Have students give examples of **how food is used during childhood as a** • way to build the ego • way to provide security • way to relieve boredom • pacifier • reward/bribe • creativity stimulator

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students list examples of foods or restaurants which are considered to be high "status" or "prestige." Ask students to describe events in their lives that have important food associations, e.g., birthdays, Christmas, weddings, Passover, Easter, Thanksgiving. Have students recall parents' statements in which food was used as a bribe, especially for young children. How do adults — business people or salespeople — use food as bribes? Discuss the following • During infancy, food establishes an emotional relationship between parents and children. Children learn love, affection, security, and trust in the environment from the eating experience.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	FOOD PRACTICES WHICH MIGHT BE RISK FACTORS FOR CANADIANS Although foods supplying the necessary nutrients are available in abundance, North Americans run the risk of being nutritionally deficient because of poor eating habits.	
Determine the dangers of snacking	**Snacking and Meal Irregularity** It is possible to make choices to balance the nutritional value of the foods you eat even when you rely on snacks as a portion of your nutrient needs.	Have students establish, from a 24-hour or three-day food recall, the quantity and types of foods most often used for snacks. Ask them to determine whether the foods are high in fat or sugar. Are they nutritious or do they have empty-calories? Have students discuss why snacking may lead to overweight, poor nutrition, and poor dental health.
Establish improved snacking habits		Discuss ways to modify poor snacking habits. Have students include food choices and techniques to incorporate snacks into the daily nutritional requirements.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Distinguish between empty calorie foods, fast foods, and nutritious foods	**Fast-Food Syndrome** Food eaten away from home is a viable alternative to home prepared meals if nutritional balance is considered.	
Analyze the reasons for the popularity of fast-food establishments		Have students conduct interviews with customers and the management of fast-food restaurants to discover the reasons for their popularity. Have them identify restaurants that are • inexpensive • satisfying • tasty • fast • convenient • friendly, sociable • appealing to children • prepared to offer variable portion sizes
Evaluate the quality of the food served away from home sources		Encourage students to collect and study menus from several restaurants. Have them decide which ones

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Recognize that foods chosen away from home contribute to the daily intake		• serve all four food groups • are low in sugar, fat, salt, and high in fibre • appeal Have students interview fast-food restaurant managers about the choice of foods served. Do they • lack fresh fruits and vegetables • use fried foods extensively Have students survey vending machines and list what is available. Have them evaluate the contents for nutrition. Ask students to list suggestions on how to make the best of fast-food cooking if it is to become a viable alternative to home cooking. Some possibilities are • **small** burger with the works • milk instead of shake • slaw or salad instead of fries • unsweetened juice instead of soda • include missing fruits and vegetables in other meals

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	COMMON CANADIAN NUTRITIONAL PROBLEMS Canadian teenagers are faced with health risks resulting from lifestyle and improper diets.	
Distinguish between ideal weight, overweight, and obesity	**Energy Imbalance** As a result of energy imbalance, the incidence of overweight and underweight problems is increasing.	
Identify causes of obesity		Arrange to have students visit an **obesity control clinic** or a dietician. Have them discuss why some people are more likely to become obese than others. Factors to be considered include: • heredity — 90% of obese children have a family history of obesity • hormonal imbalance — overactive hypothalamus gland • psychological disorder — a psychological disturbance could induce a hormonal imbalance or alter eating patterns

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		• socio-economic lifestyle — some cultural or social groups exert pressure to eat • lack of exercise Have students make a list reasons for the tendency of some teenagers to become obese — considering exercise, eating patterns, likes and dislikes of snack foods, availability, and peer influence.
Identify the dangers of obesity		Have students research the dangers of obesity.
Identify the characteristics of anorexia nervosa and bulimia		Use pictures of modern models and sixteenth century paintings to enable students to compare the fluctuating standards of ideal body weight. Discuss: "Anorexia nervosa and bulimia are signs of the times."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Recognize that anorexia nervosa and bulimia are psychological disorder	**Nutritional Imbalance** Deficiencies in iron and calcium are common in Canada.	Invite a resource person to class to discuss treatment of anorexia nervosa and bulimia. Have students list the different circumstances in which each of the following groups of people might become anemic • newborns — nutrient deficiencies in nursing toddlers — excessive consumption of "iron poor" milk • school-age children — dislike of green vegetables • teenagers — limited diet lacking required nutrients • adults and teenagers — excessive reliance on alcohol; insufficient attention to nutritional needs, e.g., female needs for iron and calcium • the elderly — reduction in overall food intake and inadequate attention to dietary needs • vegetarians — lack of red meat or suitable protein supplement

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Recognize food issues of Native people	**Particular Concerns for Native Canadians** Manitoba's large Native and Inuit populations have their own unique nutritional situations. **Effects of Food Choices on the Individual — Especially Teenagers** Food habits established during childhood and the teenage years continue into adulthood. Improving poor food habits early will improve the quality of present and later life.	**Lab Experience:** Have students prepare buffet of foods rich in iron. Invite a speaker from Native Studies to explain issues related to Native nutrition. Have students state reasons for these issues affecting Native people in both rural and urban settings • loss of traditional food sources and skills • traditional eating patterns

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Define fitness	**OPTIMUM PHYSICAL AND MENTAL HEALTH** Mental and physical well-being are interrelated.	Invite physical education teachers to describe fitness programs.
	Physical activity and fitness levels influence what and how you eat and, therefore, the results you get from the food experience.	Have students identify those programs that encourage healthy eating.
Recognize physical conditions and mental attitudes related to improper food choices		Ask students to take part in a fitness program to assess personal level of fitness.
Determine one's ideal weight and energy requirements	One's energy needs are related to gender, size, age, activity level, and basal metabolism.	
Evaluate one's own food choices		**Lab Experience:** Have students prepare a lunch emphasizing low calories and high nutrients.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Analyze the relationship of food intake and personal needs		Have students identify factors related to both basal metabolic rate (BMR) and activity levels which have to be taken into account to ensure a balanced diet in each of these cases • an elderly house bound man who has hot "Meals on Wheels" three times a week • a young female executive who "brown bags" her lunches
SENSORY INFLUENCES OF FOODS Students should be able to		
Describe how new experiences with food contribute to personal satisfaction	New and creative experiences with food broaden an individual's perspective and allow for greater self-expression.	Invite a resource person to discuss and demonstrate foods from a different country. Students can prepare and serve familiar and unfamiliar foods, using a variety of market forms and colourful and unusual combinations of foods. Ask them to sample foods and discuss likes and dislikes.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		With the students, compare texture, flavour, colour and aroma of a food and its substitute (e.g., hamburger vs textured vegetable protein, bacon vs bacon bits, butter vs margarine).

THE CONSUMER AND FOOD

Major Objective: To apply the decision-making process in the planning and purchasing of food.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
BECOMING AN INFORMED CONSUMER Sudents should be able to		
Identify reasons for using a shopping list	A consumer must be informed to make responsible decisions about food purchases • planning ahead • stores and services • making decisions • planning and purchasing	In groups, have students list reasons for using a shopping list, e.g., saves time, money, impulse buying, energy, reminder of needed articles, nutritional value. Compare lists.
Identify the types of food stores available in the community		Develop a class list of types of food stores in the community. If possible, have students visit three different stores, such as chain, corner, convenience, or speciality stores.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Compare prices of selected food items and services available		Using a checklist, students can compare prices, services available, selection of products, hours open, in those stores visited.
Demonstrate the application of the decision-making process when making food choices		Discuss the decision-making process and how it can be used in the selection and purchase of food. Ask students to bring labels of food products to class and discuss how the given information assists the consumer in making choices. Using one food product, have the students determine choices available and the best buy for a specific recipe.
Select the best buy for the family food dollar		Have students use a case study, food advertisements and comparative shopping to determine the best buys for the family, based on needs and food budget.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Assign students to plan and prepare a meal using leftovers or a low or moderate cost protein dish (meat substitute or extender). With the class, evaluate the meals for food value.
CONSUMER RIGHTS AND RESPONSIBILITIES Students should be able to		
Explain rights and responsibilities of consumers	The consumers have rights and responsibilities.	In groups, have students discuss the statement: "Wherever there are rights there are responsibilities." Develop a class list of consumer rights to • safe foods • be informed • choose to be heard Students can match rights with responsibilities to • keep food safe • know standards and laws • make wise and informed choices • express concerns

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify government agencies that protect consumers	Government laws and consumer agencies protect consumer rights.	Discuss government services available to consumers (e.g., Health Protection Branch, Consumer and Corporate Affairs, Department of Agriculture, Better Business Bureau). Invite a resource person to describe the services of a government agency.
Identify misleading claims by advertisers		Ask students to collect examples of advertisements about food products which claim to fight fatigue, increase energy, settle upset stomach, ease tension. They should relate claims to food value, performance and cost.

THE PREPARATION AND SERVICE OF FOOD

Major Objective: To plan, prepare and serve nutritious foods.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
MANAGEMENT IN FOOD PREPARATION Sudents should be able to Demonstrate the application of decision-making skills by planning ahead to achieve goals	Management is the key to efficient use of time, energy, money, and resources in the preparation of food • plan ahead • organize resources • control use of resources	Ask students to identify what decisions can be made ahead of time when planning for food preparation. Choose an activity such as a picnic, a buffet, or a bag lunch. Discuss the decisions to be made ahead of time. Consider • occasion • where and when • food for occasion • how it will be done • who will do it

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain how to organize resources available for food preparation		In groups, have students identify resources required for food preparation • time • energy • money • equipment • recipes Students can illustrate the use of these resources in a laboratory activity. Discuss high, medium, and low cost meals. Ask students to use newspaper ads to determine the cost per serving of high, medium, and low cost foods. Discuss the use, care, and time-saving features of small and large equipment. Have students plan and prepare nutritious and attractive meals that require minimum use of non-human energy.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Appraise the control and use of resources available		Develop a class checklist to evaluate the efficiency of resources in food preparation. Include • organization of work space • availability of equipment and supplies • uses and limitations of equipment available • energy-saving devices • misuse or waste of resources
Outline individual and group responsibilities to plan, prepare and serve a meal	Management skills in meal preparation are necessary • planning • organization • evaluation	Discuss the responsibilities involved in planning menus, selecting food, marketing, preparing and serving food. Divide students into groups. Ask them to develop a detailed work plan for organizing, preparing, and serving a meal.
Appraise individual and group efforts		Use a checklist to evaluate individual and group participation in a project. Students can apply activity to home situations. Ask students to suggest ways to improve personal management skills in food preparation.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the safety factors to consider when preparing and serving food	Health and safety must be considered whenever food is prepared.	Discuss the statement: "Sanitation involves cleanliness of all work areas, appliances, the entire kitchen and personal habits." Review safety features of the kitchen, clothing and equipment. Develop a class list of desirable safety and sanitation practices to be followed by food stores and restaurants. Describe the role of the Health Inspector in commercial food service. Students can use a case study to illustrate individual responsibility for reporting unsanitary practices.
Identify precautions used to prevent food spoilage		Explain where, when and how to store foods to prevent food spoilage. List foods that may be stored safely at room temperature, in air-tight containers, and in the refrigerator.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain food preservation as a method of making food safe to eat		Discuss methods of preserving food (canning, freezing, drying, and curing). Show a film or filmstrip which shows the effects of freezing and heat on the activity of enzymes, bacteria, moulds, or yeast. Have students prepare and freeze or can seasonal foods to be used in class at a later date.
PREPARATION OF FOOD Students should be able to		
Demonstrate the application of accurate measuring techniques	Recipe interpretation includes measuring accurately, understanding terms, and following directions.	Demonstrate measuring flour, shortening, sugar, and a liquid using recommended techniques and equipment. Encourage students to practice. Have them select a recipe and change the amounts to provide a smaller or larger yield. After they prepare the food product, ask them to use a score card to evaluate the product and their ability to follow directions.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain the terms, techniques and equipment used in the preparation of food		Review terms and methods used in food preparation. Prepare foods in the lab using equipment and techniques necessary to mince, baste, puree, and poach.
Identify the functions of ingredients used in food preparation	Each ingredient has a basic purpose and contributes a particular characteristic to a product.	Have the class make a chart of the ingredients used in food products and their functions, including flour, leavening agents, shortening, sugar, and liquids. Students can plan sample experiments to show the action of baking powder, baking soda, and yeast.
Identify substitutes for various ingredients		Have students experiment with different forms of an ingredient and observe changes in the characteristics of a product (e.g., honey and sugar, chocolate and cocoa, sweet milk and sour milk, shortening, lard, and margarine).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Discover new methods and techniques in the preparation of food	Serving nutritious, appetizing, and attractive food depends on careful planning and preparation.	Review cooking methods previously learned (bake, fry, saute, boil, broil, stream, simmer). Have students practice new methods (pastry — cutting in, yeast bread — kneading).
Use the special features of equipment and small appliances to plan and prepare meals	Knowledge of the special features on kitchen equipment and small appliances simplifies food planning and preparation.	Assign students to plan and prepare foods which require the use of special features on equipment or the use of different small appliances (rotisserie, freezer, pressure cooker, microwave, blender, food processor).
Demonstrate the application of knowledge of food costs in the planning and preparation of foods	Planned spending for food helps to ensure that daily requirements are met.	Considering cost per serving, have students plan and prepare a nutritious, medium cost meal. Using low cost per serving, adjust menu to meet daily nutrition requirements.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Discover the importance of time in planning and preparing meals	Time and energy spent in the preparation of food depends on • family needs and schedules • choice of foods • methods used • habits of work	Discuss and divide the foods of a menu into four preparation time periods • foods that may be prepared in advance • foods that require an hour or longer to cook • foods that require less than an hour to cook • foods that require last minute preparation Create a list of ways of using time efficiently (methods to simplify food preparation, arrangement of equipment, combination related jobs, using convenience foods, choice of equipment). Have students use a case study to plan and prepare a meal to meet the needs and schedule of the family (shift work, extra-curricular activities, illness).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
FOOD SERVICE AND SOCIAL PRACTICES Students should be able to		
Create an atmosphere for eating that takes into consideration the occasion, the selection of food, the table-setting and the method of service	Tablesetting and service vary with the occasion and the group of people.	Review types of table service and ask students to suggest appropriate tablesettings for different occasions. Have students plan a meal for an outdoor meal, special occasion, or everyday family meal.
Demonstrate the application of the principles of entertainment to the enjoyment of a meal	A casual get-together or a party for a special occasion provides the opportunity to extend hospitality to people.	With the class, develop a list of points to consider when planning a party or casual gathering. Then, list responsibilities of the host. Students can plan an occasion and prepare food for a party to be served at school or at home.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe the way a family adjusts meal settings and service to lifestyle	Tablesetting and service vary with changes in living patterns.	Discuss how the work schedule of parents, part-time jobs of teenagers, and recreational interests of family members affect meal settings and service.
Compare eating away from home to eating meals at home	Eating away from home provides an alternative to planning and preparing a meal at home.	Discuss the reasons for eating away from home. Ask students to choose a place where they have eaten in the last month, and indicate the choice of foods available, the cost of the meal and the service. Students should evaluate the experience as an alternative to a meal at home.

SCOPE AND SEQUENCE

CLOTHING, HOUSING AND DESIGN 0483 15G
55 HOURS = 1/2 CREDIT

THE INDIVIDUAL AND CLOTHING	THE CONSUMER AND TEXTILES	CONSTRUCTION OF TEXTILE PROJECTS
Significance of Clothing Human Needs Individual Needs The Family Relationships with Peers, Family Projecting an Image Elements of Design Communication and Clothing	Wardrobe Planning and Purchasing Use of Resources Consumer Rights and Responsibilities Fabric Findings Textile Performance Properties, Regulations	Project Planning and Preparation Review Skills and Resources Pattern and Fabric Design Construction Techniques Self Expression Evaluation

THE INDIVIDUAL AND CLOTHING

Major Objective: To explore the significance of clothing to the individual.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
HUMAN NEEDS Students should be able to		
Identify basic needs of human beings	Knowledge of human needs is basic to an understanding of one's self and others • basic human needs • forces influencing human needs • role of family	Discuss and chart class suggestions of basic human needs and the forces influencing those needs. As an ongoing evaluation, have students begin a diary by preparing a personalized booklet to be maintained throughout the course. Entries can be pictures, songs, poetry, drawings, writings.
Identify forces which influence human needs		Personal diary page 1. " I need ...."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain that an individual chooses clothing to meet needs	Clothing decisions meet basic needs of the individual • physical needs • need for personal identity • social needs • special needs	Display illustrations of clothing that meet specific needs • protection (parka, hiking boots) • recreation (skiing, bicycling) • identification ((fireperson)
Identify peers and peer groups	Peer group relationships are a significant factor in an individual's development • peer groups • peer influence	Define "peer" and "peer group." Personal diary page 6. "My peer group is ...."
Explain how peers and peer groups can influence individuals and affect families		Using puppets, have students role play peer group/family activities that deal with differing attitudes, values and behaviour: babysitting, curfew, dating, drinking, shoplifting, smoking, sports, working.
Explain that clothing styles identify group as well as individuals		Have students suggest clothing items that provide a sense of belonging to a group, and those that satisfy the need for recognition (colour, style, fabrics).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Select clothing which satisfies personal interests, activities and needs		Have students indicate the type of clothing (style, fabric, characteristics) best suited to each student for a variety of occasions (school, work, sports, special events). Encourage individual students to list interests and activities. As a class, decide on an appropriate clothing allowance. Using this figure and current catalogues, newspaper ads or a field trip to a clothing store, have students choose clothing to meet interests and needs. How does clothing selected change (style, size, use)?
Identify clothing that creates a positive self-image		Ask students to choose three garments that help create a positive feeling about themselves. They should list the reasons why they selected these garments.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
PROJECTING AN IMAGE Students should be able to Identify the elements of design	The application of the elements of design to clothing selection is a part of the impression made on others • other • line • texture • effect of elements of design on figure	Refer to a colour wheel to identify primary, secondary and intermediate colours. Discuss some characteristics of colour such as value, intensity, warm and cool colours. Draw the four basic types of lines: vertical, horizontal, diagonal and curved. Discuss and illustrate some charcteristics of lines: direction, straightness, width and length. Brainstorm at least eight words which describe texture: bulky, shiny, dull, soft, smooth, rough, crisp, fuzzy. Have students describe textures of fabrics they are wearing.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITES
Explain how each element of design affects appearances		Have students describe three ways colours can affect appearance • bright colours attract attention • warm colours emphasize size • intense colours draw attention to features • colours which match eye colour emphasize eyes Ask students to find a picture to illustrate descriptions. Show pictures of clothing on people and ask students how appearance is affected by lines in the garment. Have students choose the appropriate fabric piece from a variety of fabrics in different textures to • appear slimmer • project a warm, cozy feeling • de-emphasize size • emphasize special features

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
COMMUNICATION Students should be able to		
Identify the modes of communication: symbolic, verbal, non-verbal	Effective communication is an important aspect in the development of positive family experiences • modes of communication • patterns of communication • communication barriers • improving communication	Show film, filmstrip, slides depicting communication modes. Identify and discuss modes used.
Describe impressions formed about appearance	Clothing is a reflection of the individual • impressions • messages received • personality	Show pictures of people dressed in different ways. Ask students to describe impressions formed and identify situations in which the type of clothing worn is of greater or lesser importance (e.g., job, leisure).
Describe messages that are received by clothing worn		Ask students to give examples of messages received about an individual by clothing worn. Discuss how one style of dressing can mean different things to different people.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify different communication patterns within the family		Create a class poster diagramming family constellations in the individual's home. Draw arrows connecting communication links to indicate interaction patterns between family members.
Interpret factors leading to communication breakdowns		Show a film or read stories about communication breakdowns. Generate a list of communication breakdowns occurring in each situation and factors contributing to the breakdown.
Describe how communication can be improved		Simulate communication breakdowns through role playing skits or case studies and discuss methods for positive communication.
Explain the importance of open communication within the family to maintain a positive family experience		Outline process of group dynamics and illustrate through puzzles or games. If possible, videotape communication of individuals within each group; play back at conclusion of activity. Students should evaluate group performance and individual interaction patterns.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Discuss why open communication is important. Personal diary page 5. "I can talk to my _____ because ...."

THE CONSUMER AND TEXTILES

Major Objective: To gain understanding which assists the consumer in making decisions about constructing and purchasing textile products.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
WARDROBE PLANNING AND PURCHASING Students should be able to Explain how personal values affect choice of clothing	Personal values affect choice of clothing • comfort • conformity • self-expression • economy • self-confidence	Ask individual students to define values by listing things of importance. Compare lists, noting differences in experiences. Have students rank personal values in order of importance. Discuss how these values affect choice of clothing.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Relate clothing needs to wardrobe, interests and activities Identify kinds of resources available for acquisition of a wardrobe	Planning clothing purchases is influenced by needs and resources available • present wardrobe • activities • needs • resources	Ask students to list clothes in their present wardrobe. Have them list additional clothing needed for interests and activities. After they decide how much money is available for fabric or clothes, they can compare and discuss clothing in a number of stores or in advertisements. Then, have each student decide what items could be included in their budget. In groups, have students list personal resources for clothing. Compare lists. Check for sewing skills, family budget for clothing, clothing from family members, kinds of stores available or mail order.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
FABRIC FINDINGS Students should be able to		
Discover that fibers come from different sources and have different characteristics	Knowledge of the physical properties of textiles assists in predicting performance and satisfaction in selection and use • fiber identification tests • fabric finish tests	Have students perform fiber identification tests. For example, burn cotton, wool, and synthetic fibers. They should make a general statement about the reaction to the flame, odour and burning rate. Make a class chart listing common fibers, sources, and main characteristics. Discuss how fibers from similar sources have some of the same characteristics and react in a similar way.
Demonstrate the application of accumulated knowledge in selecting and using textile goods		Propose a particular situation in which the best fabric must be selected for the intended use (draperies, upholstery, linens, washable toy).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Select appropriate methods of care for different fabrics	Knowledge of textile properties assists in determining fabric and clothing care methods • fiber content • fabric construction • fabric finish • stain removal	Design a class check list to add in fabric selection. Include: sheds, wrinkles, strength, firmness, absorbency, colour fast, care required. Using the results of the fabric performance tests, have students explain how fiber content, fabric construction and fabric finish influence care methods. Ask students to predict what may happen to fabrics in different situations, such as ironing thermo-plastic fibers at too high a temperature, using chlorine bleach on certain fabrics, washing delicate fabric in the washing machine. Ask students to bring to class used textile goods that are still durable or have deteriorated. Relate the condition to the physical properties of that fiber.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the common types of stains and stain removers		Have students identify different stains on fabric samples. From a pamphlet or book, or by viewing a filmstrip, they should identify suitable stain removers (commercial and home-made) and stain removal procedures. Have them experiment with a variety of stains and stain removers. Record the results.
Identify the information that must be on a textile label	Textile regulations have been established to ensure the consumer of a more reliable product • Textile Labelling Act • Hazardous Products Act	Review the use of the care labelling symbols. Use articles of clothing to illustrate how improper care has damaged the appearance and durability of a fabric (shrunken sweater, colour transfer, iron marks, discolouration). Review information that should be on a permanent textile label. Compare with the information requirements of a textile label according to the Textile Labelling Act. Send for pamphlets on textile regulations.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students prepare an information sheet on fiber content, fabric construction, fabric finish and recommended care of fabric to be used for a selected project. Check with information required by textile legislation.
Explain the value of textile regulations		Discuss how legislation does not ensure quality but helps the consumer make choices. Discuss how the Hazardous Products legislation protects the consumer from highly flammable fabrics, poison from cleaning solutions and other dangers.
Identify consumer rights	Knowing consumer rights and responsibilities assists the individual when making decisions about textile products.	Develop a class list of rights and sources of available information. Ask students to give examples of ways to use consumer rights to gain satisfaction in the marketplace.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe consumer responsibilities Explain when return of goods is justified		Brainstorm a list of an individual's responsibilities as a consumer. Refer to specific actions. Provide case studies about people returning merchandise and ask students to respond to them. Decide when a refund or exchange is justified. Students can role play returning apparel and textile products for various reasons and with different outcomes • T-shirt with faded trim • jeans with broken zipper • found a better buy, style, or colour • article didn't fit • salesperson/customer was rude • refund/exchange given or not given Have them analyze each situation by answering these questions

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		• Was the return justified? Why? Why not? • Was the outcome fair? If not, what more could have been done? • Did communication/attitude affect the outcome? With the class, develop a set of guidelines for returning apparel and textile product items as a follow-up.

CONSTRUCTION OF TEXTILE PROJECTS

Major Objective: To gain an understanding and appreciation of the skills and personal satisfaction derived from constructing textile projects.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
PROJECT PLANNING AND PREPARING Students should be able to		
Identify progress made in developing skills through personal sewing experience	Planning a project includes knowledge of present skills and new experiences to be developed.	Have students do a construction pretest. Using a chart, they can identify those sewing skills which are well developed, need practice or are new. Have them choose skills to acquire or improve and select a project (pattern) that will meet requirements.
Identify non-human resources available in producing a satisfying product	Technology has provided many ways in which sewing skills can be enhanced or assisted to create a project, e.g., serger, computer-aided sewing machines.	Ask students to identify the tools they require to produce their project. Have students create a work plan of the construction and identify where and how technology is used or could be used.
Demonstrate the application of knowledge of design and fabric in selecting a sewing project		Have students select a pattern for a suitable sewing project. Then, ask them to explain how the design of the project chosen will affect appearance and function. They should also explain how the fabric chosen will wear and the care required.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
CONSTRUCTION TECHNIQUES Students should be able to		
Demonstrate the ability to determine accurate body measurements	Clothing should fit correctly for comfort and desired appearance • body measurements • pattern size • pattern alterations	Explain why accuracy is important when measuring. Demonstrate taking body measurements. Working in pairs, students can take body measurements needed for projects.
Select a pattern size corresponding to body measurements and body build		Use a pattern size selection chart, and have students choose a suitable size for body measurements.
Select pattern and appropriate fabric and notions for project	A successful project depends on individual sewing skills and the selection of appropriate pattern, fabric and notions.	Use fabric samples and pattern envelopes, and have students select a pattern, fabric and notions for a specific sewing project.
Identify terms and steps involved in preparing fabric for a project	The completed project is affected by fabric preparation • on grain • fabric finish • pre-shrunk • pressing fabric	Have students complete a crossword, wordfind or quiz on fabric terms. have students examine fabric selected for a project to see if fabric is grain perfect, has an applied finish, is preshrunk.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain relationship of fabric preparation to project success		Provide illustrations of results of preparing and not preparing a fabric. Note shrinking, the way fabric hangs, design on grain.
Demonstrate the application of recommended steps in fabric preparation		Demonstrate preparing a fabric for sewing. Then have students prepare fabric for sewing, including pressing before cutting.
Select simple pattern alterations necessary for correct fit		Explain terms "fit" and "ease." Demonstrate making pattern adjustments (width and length changes). Have students practice on sample patterns, altering pattern as required.
Interpret the information on a project instruction sheet	The project instruction sheet provides helpful information for constructing a project • views of project • preparation of pattern and fabric • markings • cutting layouts • instructions for machine or hand work	Use project instruction sheet, and have students list the special directions outlined.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Outline a step-by-step plan for the construction and completion of a project	Planning the steps involved in the construction of a project helps to organize work and use time effectively.	Tell students to map out steps in construction to be completed daily, including special construction skills, seam finishes, hand sewing, and decorative stitches.
Demonstrate new skills learned in completing a project successfully	Acquiring new skills and completing a project successfully provides personal satisfaction.	Have students use a scoreboard, checklist or illustrated sample to evaluate project. They should consider previous experience in making the evaluation.
Demonstrate the application of more advanced construction processes needed for the completion of textile projects	Developing construction skills provides a means of self-expression that can be applied when choosing to make a textile project	Ask students to make a plan for a learning experience that will fit the time available and skills to be developed. Also, they can make samples that involve skills which need practice or are new.
Demonstrate the application of construction skills to alter, repair or reuse a garment or piece of fabric	• skill development • repair • recycle • alteration	Relate to management of resources. Students can either repair garments requiring a new zipper, minor attention to tears, broken seams, worn places, and fasteners, or they can recycle an old garment into something useful.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Use the student's sewing skills to alter ready-to-wear garments and to improve fit, appearance, and durability. They should explain the before and after conditions of the garments. Ask them to determine the cost of work by checking on the probable cost of similar alterations.
Appraise the appearance, fabric chosen and quality of construction of a textile project	Knowledge concerning fabrics and construction techniques can be applied when assessing quality, appearance and durability of a textile product.	Ask students to use a score card/ written report to evaluate a textile product. The evaluation should comment on • what new skills were learned? • what aspects were not challenging? • what skills need improvement? Ask them how skills and knowledge acquired in the construction of the project can aid in the selection of ready-to-wear garments or textile purchase.
Identify interests and abilities in the area of textiles and clothing	Working with textile products can be for recreation, pleasure, necessity, or for the development of skills related to a career in textiles and clothing.	From a display of handicraft projects, have each student select two or three handicraft skills they would like to learn.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the jobs related to textiles and clothing		Ask students to describe six categories of jobs related to textiles and clothing, e.g., retailing, production, alteration, repairing and maintenance, teaching, research and communication. Create a class bulletin board about various jobs related to textiles and clothing.

THE FAMILY

Major Objective: To gain an understanding of how relationships affect ourselves and others.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
Students should be able to		
Outline role of family in meeting basic needs of the individual members		Discuss how human needs are met by family.
Identify personal resources and how to use them	Management of resources extends the use of textile products.	Ask students who is responsible for providing their clothes. Students should identify personal resources available, and decide the best use of skills, money, and time.
Identify ways to extend resources available		Ask students to list garments in their wardrobe seldom worn. Have them suggest ways to repair, recycle or make use of each item.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
RELATIONSHIPS IN THE FAMILY Students should be able to		
Identify various types of family groupings	The family influences the relationships among its members • type of family • stage in life cycle • family values • family responsibilities	Have students describe television or comic strip families. Ask them to identify different family groups. Personal diary page 2. "My family group is ...."
Describe the family life cycle	• family roles	Discuss developmental stages of the family and have students create a bulletin board display depicting the stages in the family life cycle. Individual groups can study a specific stage of the family life cycle. Discuss concerns related to one particular stage of the family life cycle.
Describe how an individual may be affected by type of family grouping and stage in the family life cycle		Read articles about different forms of the family. Discuss and prepare a class list of varying family forms. Personal diary page 3. "If my family were ...."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Students can complete page 3 of the diary by stating how their lives would be affected if family grouping was different, or they were in another stage of the family life cycle, e.g., child is born, older sister leaves for college.
Identify different family values, activities and customs		Discuss how families are similar and how they differ in their values, activities and customs, e.g., holiday rituals.
Identify responsibilities of family members to each other and to the family unit		Have students identify responsibilities within own family and family's responsibilities to the individual. Compare responsibilities of various family groupings. Discuss responsibilities if both parents are employed, there are younger siblings in the family, members are actively involved in sports or community activities.
Identify various roles present within the family		Discuss various roles within a family: parent, child, sibling, grandparent, or others living in the family structure.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe how clothes help us change from role to role		Prepare a class checklist of family roles, responsibilities and duties. Identify those done by parents, children, grandparents and others. Compile a class profile on roles of parents, children, grandparents and others in the family. Personal diary page 4. "My role in the family is ...."
RELATIONSHIPS WITH PEERS Students should be able to		
Explain how clothing choices are influenced by group decisions	Clothing selection is related to group identification and group behaviour • conformity • acceptance • group influence	

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe the influence of peer groups on clothing selection and behaviour		Define the term "peer group." Identify peer groups in the school or community. Have student list garments that are worn by one peer group and explain why. Discuss how behaviour and actions are influenced by the group.
Explain how male/female relationships can affect family interaction		Show a film or filmstrip or read case studies illustrating male/female relationships; respond to each situation.
Describe and interpret inherent forces existing in male/female relationships		Compile a class list of inherent forces existing in male/female relationships Forces — Effect on Individual — Effect on Family

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
RELATIONSHIPS WITHIN THE COMMUNITY Students should be able to		
Describe the immediate environment and how it functions	Immediate and community environments can affect relationships within the family • immediate environment • community resources • community relationships	Define "immediate environment." Have students list components of immediate environments: school building, church, community club, drug store. Invite speakers to class to discuss various functions within school building: principal, secretary, teacher, custodian, social worker, guidance counsellor, coach, student council member. Discuss the role of the student in school operation.
Explain what constitutes a community		With the class, take a walking tour of a community. Have students list components and draw a map of the community.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Personal diary page 7. "My community is ...."
Describe available resources in a community.		Develop a class list of resources available in community.
Explain how individuals can influence their community.		Discuss and list how individuals affect their community.
DECISION-MAKING PROCESS		
Students should be able to		
Generalize that decision making is an ongoing process	Knowledge of the decision-making process assists in the achievement of an individual's goals.	Encourage each student to compile a "Decision Diary" to record all the decisions made in one day. Prepare a separate list of the hardest decisions to make.
		Brainstorm how decisions were made; develop an explanation of how difficult decisions were made.
Outline decision-making process for implementing a community program		Have students prepare decision-making outline for implementation of a community project.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Demonstrate the application of decision-making skills to developing a plan of action		From the decision-making outline, have students develop a plan of action to prepare a community project.
Appraise relationships of adults and adolescents in the community		Discuss the working relationships between adults and adolescents in the community: store owner/student, coach/hockey player, youth leader/ adolescent, employer/employee.
RELATIONSHIPS OF SELF WITH OTHERS		
Students should be able to		
Relate a knowledge of human needs to an understanding of one's self and others		Discuss how an understanding of human needs can help each individual understand one's self better. Have students role play a variety of situations which depict an inability to meet physical needs, in order for them to experience a personal involvement and reaction. Use devices such as blind walk, temperature change, sensory

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		experience. With the class, summarize reactions and formulate a theory from discussion findings. Personal diary page 9. "Dear _____." Have students write a letter to be mailed back within a prescribed time period (4-5 years). Describe: self; family situation and stage; personal interests; school; home; community; future aspirations; dreams. Have all students prepare a collage from pictures, cartoons, printed words to illustrate their development to date, and current and future aspirations for interactions with self and others.
Describe relationships between self and others in family and community	Knowledge and understanding of human development provides a basis for positive interaction with self and others.	

SCOPE AND SEQUENCE

FAMILY STUDIES 0485 15G
55 HOURS = 1/2 CREDIT

CHILDHOOD	ADOLESCENCE	THE FAMILY
Human Needs Development of the Individual The Family Role Heredity and Environment Physiological Growth Development of the Child Play, Routines, Discipline Caring for Young Children	Development of the Adolescent Changes in Adolescent Development of Self-Concept Maturation Process Communication Communication Skills Values and Goals Values, Attitudes and Beliefs Goals and Resources	Relationships in the Family Relationships with Peers Relationships within the Community Immediate and Community Environments Relationships of Self with Others

CHILDHOOD

Major Objective: To gain an understanding of ourselves through the study of child development.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
HUMAN NEEDS Student should be able to		
Identify the basic needs of human beings	Knowledge of human needs is basic to understanding one's self • physical • societal • intellectual • emotional	Read the story "Romulus and Remus" and discuss with the class. Display pictures of newborn infants and discuss what a baby needs to be healthy. Ask students to identify developmental needs as being physical, social, emotional and intellectual.
Explain how adolescence is a period of growth with very specific needs		Have students discuss adolescent needs. List and discuss similarities and differences between childhood and adolescent needs.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify forces which influence human needs and development		Discuss how significant others can assist in meeting human needs (peer groups, family, grandparents, teachers, coaches). **Family Tree Poster or Bulletin Board** Have the students create a tree with examples or pictures of family groupings; finish lesson by compiling the list of basic needs families provide for an individual and have students place these on cards at the roots of the tree. Have students accumulate pictures, poems, or sayings depicting basic human needs, and the forces influencing those needs. Develop a class poster based on clippings to illustrate the forces influencing human needs.
Generalize that knowledge of human needs is necessary to understanding one's self	Knowledge of human needs is basic to an understanding of one's self and others	Show a film or filmstrip outlining human needs and their effect on individual development.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Relate a knowledge of human needs to an understanding of one's self and others	• basic human needs • forces influencing human needs • role of family	Discuss and chart class suggestions of basic human needs and the forces influencing those needs. As an ongoing evaluation, have students begin a diary by preparing a personalized booklet to be maintained throughout the course. Entries can be pictures, songs, poetry, drawings, writings. Personal diary page 1. "I need ...." Discuss how an understanding of human needs can help each individual understand one's self better. Have students role play a variety of situations which depict an inability to meet physical needs, in order for them to experience a personal involvement and reaction. Use devices such as blind walk, temperature change, sensory experience. With the class, summarize reactions and formulate a theory from discussion findings.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Outline role of family in meeting basic needs of the individual members		Discuss how human needs are met by family.
DEVELOPMENT OF THE INDIVIDUAL Students should be able to		
Generalize the existence of varieties of family groupings in society	The family has a unique role in the development of an individual • family groupings • family member roles • meeting individual needs	Have students complete sentence: "A family is ...." Provide examples of family trees or a collage of family groupings.
Identify roles that family members assume		Develop a list of family members and roles. Have students indicate the number of roles in which each family member is involved.
State how a family meets basic needs of individual		Using the list of developmental needs, have students write names of family members who contribute to meeting the needs.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify traits related to heredity	Heredity and environment influence the development of one's self • heredity • environment — home, community	Ask students to create a thumbprint display. Place thumbprints on paper in a decorative manner to show differences in traits and uniqueness of individuals.
Generalize that each individual has a set of inherited traits		Pretest from a checklist of inherited and environmental traits. Students can create a collage of pictures of inherited and environmental traits (hair colour, housing style) and discuss each trait.
Identify the variety of home environments in which individuals live		Discuss home as a feeling, a structure, an environment, community, and home vs. house.
Relate the effects of heredity and home environment to the development of an individual		Read a selection from **Alice in Wonderland** or **Wizard of Oz**, depicting changes in body shape or environment. Students can write a paragraph: "If I were suddenly ...," e.g., one metre taller, hair changed colour, six centimetres tall, or my home was suddenly picked up by a tornado and deposited in _____.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Ask students to comment on how these changes would affect their lives. Show a film or filmstrip depicting physical changes from birth to age six. Develop class posters for each year from birth to age six to illustrate changes in physical appearance.
Explain that development occurs in a predictable order		Generate a list of the sequence of events in physical development. Ask students to define developmental tasks.
DEVELOPMENT OF THE CHILD Students should be able to		
State how play assists in the physical development of a child	Play is fundamental in the overall development of a young child • physical • societal • intellectual • emotional	Arrange for students to observe a pre-school environment and have them record differences in physical development; organize into developmental tasks.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe how social development occurs through play		Identify types of play: solitary, parallel, co-operative, associative. Prepare a class poster illustrating different types of play; discuss a child's social development through play.
Explain how intellectual development evolves through play		Have students examine children's books and toys, and describe what a child learns from each source.
Explain how emotional development is enhanced through play		Generate a class list of emotions that children express during play. Define emotional development. Play games of varying levels of difficulty, e.g., Monopoly, Risk, Careers. Record individual feelings. Relate reactions to how young children may feel in similar situations.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify variety in toys	Toys aid in the development of the young child • variety • use • safety	Ask students to visit a toy store or department, or view catalogues and list the variety of toys available.
Explain how toys are used in play		Discuss how specific toys can aid in developmental tasks, and in social, intellectual and emotional learning.
Identify safety features to be considered when choosing toys		Show filmstrips on safety in toys. Identify the safety features in toys. Have students create a "Toy Safety" checklist, rating examples of toys.
Describe important elements involved in establishing a child's routines	Establishment and maintenance of routine are important in child development • sleep or rest • meal patterns • hygiene • clothing • play	Invite a parent and child, aged six months to four years, to the class to discuss caring for a child. Have students list and describe routines involved in caring for children: sleep, meal patterns, hygiene, clothing, play.
Relate the importance of routine to child development		Students can interview a person who cares for children about children's daily routines.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Discuss similarities, differences in, and importance of establishing and maintaining routines.
Explain that children express feelings in a variety of ways	Establishment and maintenance of discipline is important to a child's development • feelings and behaviour • effective approaches • consistency	Have students create a **Behaviour/ Feelings Bulletin Board**: collect cartoons and pictures from newspapers and magazines that illustrate examples of children's feelings. Group illustrations on the bulletin board with identifying labels for each behaviour shown.
Describe the differences among reward, discipline and punishment		Define reward, discipline, and punishment. Have students role play the same situation with three approaches: reward, discipline, punishment. Discuss the effectiveness of each response.
Explain why consistency is an important element of discipline		Discuss the importance of consistency when dealing with children.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
CARING FOR YOUNG CHILDREN Students should be able to Generalize that child care involves responsibility and knowledge of supervision and guidance of children	Ability to care for young children requires knowledge and personal responsibility.	Ask students to create a babysitting kit, using the knowledge gained from the study of child development. Include: record sheet with telephone numbers; safety checklist; equipment and materials for creative play; chart for child's daily routine listing sleep, meal patterns, hygiene, clothing, health care.

ADOLESCENCE

Major Objective: To gain an understanding of factors that influence human behaviour during adolescence.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
DEVELOPMENT OF THE ADOLESCENT Students should be able to Distinguish between puberty and adolescence	Knowledge of changes occurring in adolescence is basic to understanding one's self • puberty vs. adolescence • physical changes • hygiene • intellectual and emotional development	Have students collect definitions of puberty and adolescence from a variety of dictionaries. Brainstorm for a definition of puberty and adolescence. Show a film or display books on the emergence of adolescence. Discuss the evolutionary process of adolescence; the similarities and differences between adolescents today and in the past. Discuss the age differences in puberty in past generations and puberty today.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe physical changes that occur during adolescence in male and female bodies Relate physical changes occurring during adolescence to hygiene and grooming		Show a film or filmstrip illustrating changes in physical development occurring during adolescence. Have students complete a chart depicting body changes in males and females. Have students define hygiene and grooming. Discuss and list routines which will assist in good grooming and hygiene practices. **Guest speakers** — Have a hair stylist/ cosmetician visit the class to discuss and illustrate topics in hair and skin care, cosmetic application and creative hair styling. Invite a nurse to discuss the importance of good grooming and hygiene practices.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe how changes in intellectual and emotional development affect one's sense of self		Discuss how the thinking processes of an adolescent are different from a child's. Discuss the process of "description" used by an elementary school child and the "explanation" used by an adolescent. Discuss the emotional shifts that occur during adolescence, in parent-to-parent relationships, and male-female friendships. Explain how these changes affect one's sense of self, using case studies, interviews.
Describe how changes in social development affect one's sense of self		Have the students observe a group of children at play in the home, in playgrounds and in daycare centres. List the differences. Ask students to discuss with their families the activities in which they were involved as pre-schoolers. Have them answer the following questions • How did you react to different socializing demands?

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain how physical, intellectual, social and emotional changes are related to one's sense of self		• Did you enjoy imitating some of your parents' activities? • Were you a carbon copy of an older brother or sister, or a parent? Have students prepare collages using pictures or words to describe themselves as a person, and the influences in their socialization. Have students interview parents or invite a panel of parents to the classroom to find out their experiences in being a model for their children and in learning from their children. Each student can prepare a lifeline, marking on it all the significant happenings in life, beginning with birth. Students can compare lifelines with classmates. What similarities are there? What differences? Have students compare feelings about similarities and differences. Construct a group lifeline for adolescents in general.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
DEVELOPMENT OF SELF-CONCEPT Students should be able to		
Generalize that humans possess five senses	Self-concept results from the interaction with physical, social, emotional, and intellectual growth processes and feedback from significant others.	Ask students to identify and describe the five senses: sight, sound, touch, taste, and smell. Set up short experiments for students to experience the five senses. Have students record experiences and discuss feelings during the testing experience. Discuss individual differences in perception.
Describe how perceptions are established through senses		Discuss and compare how each individual reacts to the different sensations. Discuss how disabled individuals learn to compensate for their disability. Discuss how physical disabilities are a dysfunction of one of the senses.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Relate perceptions to the creation of a unique self-concept		Show a film or videotape on self-concept. Discuss and evolve a definition of self-concept. Have students write paragraphs considering the following questions: Do you like your name? What does a name say about a person? How do you feel if people forget names? What nickname do you have? Why? Discuss how individual perceptions affect self-concept.
Generalize that perception of one's self leads to a better understanding of self and others		Each student can prepare an autobiography. Have them begin by listing personal knowledge of self: likes, dislikes, habits, activities proficient at, areas for improvement, new things to do or learn. Have students complete open-ended sentences: What people like most about me is ...; I like to have my picture taken when ...; I think that in the future I will ....

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students write a letter of introduction to a fictitious pen pal. Ask small discussion groups to devise 10 questions to ask the fictitious pen pal to gain an insight into the concept of self, attitudes, and behaviour toward others, openness and flexibility. Topics to include: feelings on physical changes, perceptual abilities, capabilities.
Explain how perception of self affects interaction with others		Generate a class list of important people in an individual's life. Ask students to describe the ways these people contribute to an individual's self-concept and ability to interact with others.
Identify strengths of human beings	Knowledge of the maturation process leads to a greater understanding and acceptance of self • individual strengths • responsibility • independence • self-respect	Debate the following, "How we feel about ourselves does/doesn't affect how we feel about and interact with others."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe how a knowledge of personal strengths contributes to self-concept		Read stories or parables illustrating personal strengths. Brainstorm and list human strengths. Have students list individual strengths and comment on how these strengths contribute to self-concept. Using the compiled list, students can role play or prepare a puppet theatre to depict • a visit to the doctor/dentist • a first job • injury or illness in the family • studying for a test Ask students to give examples of how a negative self-concept may cause difficulties for students when conversing with others, admitting they are is wrong, expressing feelings, accepting constructive criticism, and expressing ideas that differ from others.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Show or play a filmstrip or tape on listening. Students can prepare a short article for a teen magazine on learning to listen, answering the following questions • Are you a talker or a listener? • When do you change from being a talker to a listener? • Is your closest friend a talker or a listener or both? • What is a good listener? • How would you like to be?
Relate the acceptance of responsibility to increased independence Summarize the components of self-respect		Discuss and generate reasons for school restrictions and rules. Ask: "How can following rules lead to greater independence?" Discuss issues and feelings about cheating, stealing, lying, responsibility for homework or housework, smoking, drinking or use of drugs. Have students write a paragraph describing an incident when an individual treated them with genuine concern and respect. Describe how this made them feel. What were the results?

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Ask students to define self-respect.
COMMUNICATION Students should be able to		
Distinguish among verbal, non-verbal and symbolic communication	Communication skills are a component of the maturation process.	**Verbal Communication** Read a dictionary or encyclopedia description of an unusual animal or object and have each student draw their own representation of the description. Compare drawings. Read poems describing human emotions such as anger, fear, love, hate. Examine feelings after hearing these poems. Have students prepare a collage of pictures displaying emotions, using examples of different age groups, cultures, animals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Non-Verbal Communication **Symbolic** Show pictures of symbols representing institutions or companies. Discuss what symbols represent. Show examples of different traffic or bilingual road signs. Have students design new traffic signs. **Body Language** Ask the class to create and label a bulletin board display of pictures illustrating body language which indicates an expression of emotions or feelings. Select some students to dramatize feelings or emotions and others can guess the "message" they are conveying. Discuss how easy or hard it may have been to present these messages.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify the modes of communication: symbolic, verbal, non-verbal	Effective communication is an important aspect in the development of positive family experiences • modes of communication • patterns of communication • communication barriers • improving communication	Show film, filmstrip, slides depicting communication modes. Identify and discuss modes used.
Explain the process of communication		Ask students to collect or draw cartoons to illustrate the process of communication. Have students compose and label a diagram of the process, using the components of sender, receiver, message, media, feedback.
Identify barriers that exist in communication		Use communication strategies or filmstrips illustrating such barriers to communication as bias, prejudices, stereotypes, handicaps, fear of rejection, fear of criticism, lack of vocabulary, not listening.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify ways in which communication can be improved		Show a film or read stories about communication breakdowns. With the students, generate a list of communication breakdowns occurring in each situation and factors contributing to the breakdown. Simulate communication breakdowns through role playing skits or case studies and discuss methods for positive communication. Give students a set of instructions to which they listen with eyes open and with normal background noise. Have them carry out instructions. Then, give them a set of instructions to which they listen with eyes closed and with no background noise. Have them carry out those instructions. Compare how well the instructions were carried out in both instances. Relate the importance of listening to effective communication.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify how communication skills may affect interpersonal relationships		Read an anecdotal story illustrating parent/child communications. Discuss story in relation to the following statement: "If we don't listen or speak to each other, how will we know about each other?"
Identify different communication patterns within the family		Create a class poster diagramming family constellations in the individual's home. Draw arrows connecting communication links to indicate interaction patterns between family members.
Explain the importance of open communication within the family to maintain a positive family experience		Outline process of group dynamics and illustrate through puzzles or games. If possible, videotape communication of individuals within each group; play back at conclusion of activity. Students should evaluate group performance and individual interaction patterns.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Discuss why open communication is important. Personal diary page 5. "I can talk to my _____ because ...."
VALUES AND GOALS Students should be able to		
Explain the terms: values, attitudes and beliefs	The maturation process involves knowledge of one's values, attitudes and beliefs.	Present the class with a "Values Tray" (a tray holding a variety of different items — car keys, make-up, money, an apple, textbooks, etc.). Have students write down first choice (the rest may be rank ordered). Discuss in class the reasons behind the choices made. Have students define and compare values, attitudes, and beliefs.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify factors influencing values		Begin with the statement: "No one is born with a set of values, they are learned from _____." Brainstorm to determine who and what has an influence on how we learn our values, e.g., parents, family, school, religious groups, friends, teachers, movies, media. Have students rank influences in order of importance to each individual.
Generalize that values may vary from individual to individual		Compare values list.
Distinguish between short- and long-term goals	Goals are determined by one's values, and are achieved through the use of resources • human resources • non-human resources	Ask each student to prepare a personal goals inventory (long-, intermediate-, and short-term) from the following exercise. Set a three-minute time limit for each category. **Long-term goals** List the goals you would like to accomplish over your lifetime.

OBJECTIVES	CONCEPTS, GENERALIZAITON AND CONTENT	SUGGESTED ACTIVITIES
		Intermediate goals List the goals you want to accomplish over the next six months or to the end of the school year. **Short-term goals** List the goals you would want to accomplish if you knew you were to be struck down by lightning in one week. Discuss the meaning and value of long-term, intermediate and short-term goals.
Generalize that goals vary from individual to individual		Students can compare personal inventories and discuss individual differences.
Identify the kinds of resources available to the individual		Formulate lists of human and non-human resources.
Describe how resources assist individuals in reaching goals		Discuss how resources can assist in reaching one's goals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		From the resource list, have students choose what resources may help to attain goals.
Summarize the relationship among values, goals, and resources		Have the class create a diagram showing relationships among values, goals and resources. Consider self, family, community, school, work and play.
DECISION-MAKING PROCESS		
Students should be able to		
Generalize that decision making is an ongoing process	Knowledge of the decision-making process assists in the achievement of an individual's goals.	Each student can compile a "Decision Diary" to record all the decisions made in one day. Prepare a separate list of the hardest decisions to make. Brainstorm how decisions were made; develop an explanation of how difficult decisions were made.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Outline the decision-making process		With the class, design a decision-making process. use the process to make decisions on case studies.
Explain the relationships among values, goals, resources and decision making		Read a moral decision story. In groups, have students discuss and determine alternatives available in the story. Ask each group to vote on the best alternative; list the consequences.
Explain that decisions made affect self and others		Identify how decisions made by others (parent/teacher) affect oneself. Identify how individual decisions can affect others.
Relate decision-making skills to future choices		Ask each student to develop a flow chart, pictorial representation, or written article for a school newspaper, imagining "My Life" ten years from now, "My Lifework," and "My Lifestyle."

THE FAMILY

Major Objective: To gain an understanding of how relationships affect ourselves and others.

OBJECTIVES	CONCEPTS, GENERALIZATIONS AND CONTENT	SUGGESTED ACTIVITIES
RELATIONSHIPS IN THE FAMILY Students should be able to		
Identify various types of family groupings	The family influences the relationships among its members • type of family • stage in life cycle • family values • family responsibilities • family roles	Have students describe television or comic strip families. Ask them to identify different family groups. Personal diary page 2. "My family group is ...."
Describe the family life cycle		Discuss developmental stages of the family and have students create a bulletin board display depicting the stages in the family life cycle.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Describe how an individual may be affected by type of family grouping and stage in the family life cycle		Read articles about different forms of the family. Discuss and prepare a class list of varying family forms. Personal diary page 3. "If my family were ...." Students can complete page 3 of the diary by stating how their lives would be affected if family grouping was different, or they were in another stage of the family life cycle, e.g., child is born, older sister leaves for college.
Identify different family values, activities and customs		Discuss how families are similar and how they differ in their values, activities and customs, e.g., holiday rituals.
Identify responsibilities of family members to each other and to the family unit		Have students identify responsibilities within own family and family's responsibilities to the individual. Compare responsibilities of various family groupings. Discuss responsibilities if both parents are employed, there are younger siblings in the family, members are actively involved in sports or community activities.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Identify various roles present within the family		Discuss various roles within a family: parent, child, sibling, grandparent, or others living in the family structure. Prepare a class checklist of family roles, responsibilities and duties. Identify those done by parents, children, grandparents and others. Compile a class profile on roles of parents, children, grandparents and others in the family. Personal diary page 4. "My role in the family is ...."
RELATIONSHIPS WITH PEERS Students should be able to		
Identify peers and peer groups	Peer group relationships are a significant factor in an individual's development • peer groups • peer influence	Define "peer" and "peer group." Personal diary page 6. "My peer group is ...."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
Explain how peers and peer groups can influence individuals and affect families		Using puppets, have students role play peer group/family activities that deal with differing attitudes, values and behaviour: babysitting, curfew, dating, drinking, shoplifting, smoking, sports, working.
Explain how male/female relationships can affect family interaction		Show a film or filmstrip or read case studies illustrating male/female relationships; respond to each situation.
Describe and interpret inherent forces existing in male/female relationships		Compile a class list of inherent forces existing in male/female relationships: Forces — Effect on Individual — Effect on Family

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
RELATIONSHIPS WITHIN THE COMMUNITY Students should be able to		
Describe the immediate environment and how it functions	Immediate and community environments can affect relationships within the family • immediate environment • community resources • community relationships	Define "immediate environment." Have students list components: school building, church, community club, drug store. Invite speakers to class to discuss various functions within school building: principal, secretary, teacher, custodian, social worker, guidance counsellor, coach, student, council member. Discuss the role of the student in school operation.
Explain what constitutes a community		With the class, take a walking tour of a community. Have students list components and draw a map of the community.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Personal diary page 7. "My community is ...."
Describe available resources in a community		Develop a class list of resources available in community.
Explain how individuals can influence their community		Discuss and list how individuals affect their community.
Outline decision-making process for implementing a community program		Have students prepare decision-making outline for implementation of a community project.
Demonstrate the application of decision-making skills to developing a plan of action		From the decision-making outline, have students develop a plan of action to prepare a community project.
Appraise relationships of adults and adolescents in the community		Discuss the working relationships between adults and adolescents in the community: store owner/student, coach/hockey player, youth leader/ adolescent, employer/employee.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
RELATIONSHIPS OF SELF WITH OTHERS Students should be able to		
Describe relationships between self and others in family and community	Knowledge and understanding of human development provides a basis for positive interaction with self and others.	Personal diary page 9. "Dear _____." Have students write a letter to be mailed back within a prescribed time period (4-5 years). Describe: self; family situation and stage; personal interests; school; home; community; future aspirations; dreams. Have students prepare a collage from pictures, cartoons, printed words to illustrate their development to date, and current and future aspirations for interactions with family, friends.

APPROVED AND RECOMMENDED TEXTS

These resources may be found in the Manitoba Textbook Bureau Catalogue.

Foods and Nutrition

Creative Living, Foster
The World of Food, Medved
Foods, Vernon

Clothing, Housing and Design

Creative Living, Foster
Clothes, Clues and Careers, Vanderhoff
Clothing Decisions, Webb
Clothes and Your Appearance, Liddell
Clothing Image and Impact, Johnson

Family Studies

Parenting and Teaching Young Children, Hildebrand
The Developing Child, Brisbane
Parents and Their Children, Ryder
Creative Living, Foster